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ABSTRACT

The acquisitions and processing staff of the Council for Exceptional Children Information Center has prepared the manual in order to clarify and document procedures now in effect at the Center, to assist in training new personnel, and to provide a model for other information centers. All steps involved in the acquisition and processing of literature concerning exceptional children are described, including methods for acquiring documents for the Center's data base, processing abstracts (including bibliographic data and descriptors of these documents for entry onto a computer file), and publishing all abstracts in the Center's quarterly journal, Exceptional Child Education Abstracts. Guidelines for cataloging and keypunching are provided as are examples of all standard forms used in the acquisitioning and processing functions. Also described are procedures involved in processing abstracts for inclusion in Research in Education and procedures for processing journal citations for Current Index to Journals in Education, both of which are Educational Resources Information Center publications. (Author)

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CEC Information Center on Exceptional Children

An Educational Resources Information Center

A Product of the
CEC Information Center on Exceptional Children
(An ERIC Clearinghouse)

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ACQUISITIONS AND PROCESSING MANUAL: PROCEDURES OF THE CEC INFORMATION CENTER

May, 1972

by

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PREFACE

The acquisitions and processing staff of the CEC (Council for Exceptional Children) Information Center has prepared this manual in order to clarify and document procedures now in effect at the Center, to assist in training new personnel, and to provide a model for other information centers. All steps involved in the acquisition and processing of literature concerning exceptional children are described, including methods for acquiring documents for the Center's data base, processing abstracts (including bibliographic data and descriptors of these documents for entry onto a computer file), and publishing all abstracts in the Center's quarterly journal, *Exceptional Child Education Abstracts*. Guidelines for cataloging and keypunching are provided as are examples of all standard forms used in the acquisitioning and processing functions. Also described are procedures involved in processing abstracts for inclusion in *Research in Education* and procedures for processing journal citations for *Current Index to Journals in Education*, both of which are Educational Resources Information Center (ERIC) publications.

It is hoped that this manual will contribute to the improvement of information gathering and processing procedures so that a prime goal of the CEC Information Center can be efficiently served–that is, the provision of well-organized and rapidly available information concerning exceptional children.

ACRONYMS

Acronyms listed here are those used most often at the CEC Information Center when referring to specific persons, products, procedures and organizations.

AC Acquisitions Coordinator

B&T Baker and Taylor, the firm used for purchasing of documents wholesale

BEH Bureau of Education for the Handicapped

CEC The Council for Exceptional Children

CIJE *Current Index to Journals in Education*, a monthly annotated index to journals in education (an Educational Resources Information Center Network publication)

EC Prefix which accompanies all accession numbers assigned to documents and journal articles abstracted and indexed by the CEC Information Center on Exceptional Children

ECEA *Exceptional Child Education Abstracts,* a quarterly journal published by the CEC Information Center (contains abstracts of all documents and journal articles processed by the Center)

ED Prefix to accession number assigned by the ERIC facility (LEASCO) to all abstracts submitted to RIE

EDRS ERIC Document Reproduction Service, responsible for providing microfiche and hard copy reproduction of certain documents submitted to ERIC

ERIC Educational Resources Information Center Network, a nationwide information system designed and supported by the U.S. Office of Education and composed of 19 specialized subject area Clearinghouses

HC Hard copy reproduction of documents performed by the ERIC Document Reproduction Service

IPS Information Processing Supervisor

LEASCO The ERIC processing facility

MF Reproduction of documents on 4 x 6 cards of film (each film capable of containing up to 60 pages of text)

P.O. Purchase Order

QAD Quick Availability Document, a document which is to receive priority in processing

RIE *Research in Education,* the ERIC abstract journal produced monthly (contains abstracts submitted by the Clearinghouses)

I. ACQUISITIONS POLICY AND SELECTION

A. Acquisitions Policy

The main scope of the library collection of the CEC Information Center has been professional print materials relevant to the education of handicapped and gifted children and youth. In addition to documents concerned with education, acquisitions with a medical orientation and documents on the disadvantaged, early childhood, reading, psychology, educational philosophy, and other areas of related interest have been included in the collection. *(See Example 1 for Acquisition Policies.)*

Journals, publishers' catalogs, review publications, standard bibliographies, and other sources outlined in *Example 2* are scanned for potential documents. While book reviews are helpful, they are not necessary, as books may be ordered on the basis of their title, or title and author. Examination copies of journals may be requested, or a journal may be ordered on the basis of staff recommendation or prepublication announcements.

The acquisition of complimentary copies is an objective of the Center although items which cannot be obtained free of charge are purchased. In exchange for a complimentary copy of a document, the Center offers the possibility of a review (an abstract) in either *Research in Education* (RIE) and/or *Exceptional Child Education Abstracts* (ECEA). In return for complimentary copies of journals, the center newsletter, "ERIC ExCerpt",is offered, while the Council for Exceptional Children's official organ, *Exceptional Children*, is usually given in exchange journal agreements.

Exchanges with *TEACHING Exceptional Children* can be granted by the Acquisitions Coordinator but a request for an exchange with *Education and Training of the Mentally Retarded* must be referred to the editor of that journal (both are CEC publications).

B. Selection of Documents

1. Selection of ERIC Documents

As an Educational Resources Information Center (ERIC) Clearinghouse, the CEC Information Center submits documents (not journal articles) for announcement in the ERIC publication, *Research in Education* (RIE). These documents are chosen on a highly selective basis and total approximately 50 per month. The following suggestions are made for guidance in selecting materials to be announced in *Research in Education.*

a. Look for documents concerning exceptional children that are outstanding by virtue of comprehensiveness, relevance, and style.

b. Copyrighted documents for which a copyright release will not be obtainable (trade publications) are not selected unless they are extremely well-written and organized, deal with a very timely subject, are a fresh approach to a topic, or are a new version or compilation by a well respected person in the field.

c. Consider the source of the document and try to determine whether it would be readily available to the user if it were not reproduced and sold by the ERIC Document Reproduction Service (EDRS). Curriculum guides, research reports, statistical data, or administrative guidelines may be published by organizations which do not have funds to produce numerous quantities. These kinds of materials, if deemed well done and useful, would be best announced in RIE and reproduced for purchase.

d. In the case of approved reports of research funded by the Bureau of Education for the Handicapped (BEH), there is no decision needed. These are designated by the ERIC facility as *Must* documents and must be abstracted for RIE. Occasionally such a document may appear to be out of scope or inappropriate for RIE. A phone call should then be made to the Bureau for resolution of the problem. Research reports funded by BEH should not be abstracted and announced before BEH has approved them. If reports come in without the *Must* form, they cannot be processed. A letter should be written to BEH specifying the author, title, date, institution, and grant number and requesting approval to process. Hold such documents until approval is received.

e. Documents which could be reproduced by EDRS but are not within the scope of the Clearinghouse on Exceptional Children should be transferred to the appropriate ERIC Clearinghouse. Relevant materials not directly concerning exceptional children which could not be reproduced by EDRS are retained for the local collection only.

2. Selection of Documents for ECEA Only

a. Choosing documents for announcement only in ECEA involves selection from a wider range of material and includes journal articles. It is the Center's policy to reflect diverse opinions, theories, and methods concerning exceptional children. Documents dealing with relevant topics such as early childhood or behavior theory and not specifically with the gifted or handicapped are also included.

b. Material is sometimes received which does not meet the standards for announcement in RIE and is not appropriate for ECEA. This includes material which is poorly written, of a sentimental nature, contains no new information, is very brief, or lacks depth. Such items are not added to the collection. Materials not appropriate for the collection and not in the scope of any other clearinghouse and/or extra copies of library materials are given to a local college library.

C. Selection of Journals

1. Journals Indexed for CIJE

Journals are examined for articles appropriate for abstracting and form an integral part of the library collection. Core journals are indexed for *Current Index to Journals in Education* (CIJE), an ERIC-sponsored publication. Fifteen of these core journals are indexed cover-to-cover while 17 are done selectively.

a. Journals indexed cover to cover for CIJE are given directly to the Coordinator of Abstracting and Indexing. Regular features (non-articles) such as editorials and book reviews are never indexed.

b. Articles from selective CIJE journals are chosen on the basis of relevance to the education of exceptional children and youth with consideration for relevance to other areas of education.

c. Articles indexed for CIJE are also abstracted and included in ECEA.

2. Journals Abstracted and Indexed for ECEA

a. Articles from journals abstracted and indexed for ECEA alone are selected on the basis of relevance to the education of exceptional children and youth. Articles concerned with early childhood, psychology, linguistics, testing, cultural differences, or administration may be included if relevant.

b. Brief articles which merely restate or repeat ideas or views are rejected, as are articles which are ungrammatical, illogical, superficial, or completely irrelevant to exceptional children.

II. ACQUISITION OF DOCUMENTS FROM PUBLISHER OR SOURCE

A. The Acquisitions Coordinator (AC) scans all journals, newsletters, catalogs, and other materials either ordered or unsolicited for items which appear to be desirable acquisitions.

B. The AC then checks the *On Order, In Process,* and ECEA title printouts to see if the identified item has already been ordered, received, or processed.

C. A white *On Order* card *(Example 3)* is completed with as much bibliographic data as is available, but minimal information includes title, publisher, and number of copies wanted. If the item is to be purchased, a green line is drawn across the top of the card and the word "Purchase" written in the upper right hand corner in the space marked ED___. The day's date must be stamped in the upper right hand corner.

D. On Order cards are filed in a box in the office of the AC until 10-20 have accumulated (usually this amount will accumulate weekly).

E. Cards are then given to a clerk who will type out the purchase requisitions or the complimentary copy letter *(Examples 4 and 5).* In cases where a report of a project is wanted and the exact title of the report is not known, a project request letter is sent *(Example 6).*

F. The clerk mails complimentary copy and/or project request letters and forwards purchase requisitions to Mrs. Anna Brosius (Administrative Assistant, The Council for Exceptional Children).

G. Clerk, using each On Order card as a reference, keypunches title, author, and publisher (in that order) on one keypunch card.

H. Clerk arranges keypunched cards alphabetically by title and has them run off weekly to produce the *Acquisitions On Order Printout.*

I. Clerk Files the On Order cards alphabetically by title in an *On Order File* and files the keypunched cards alphabetically by title in an IBM card box in her office.

J. Mrs. Brosius mails the Purchase Order (P.O.) *(Example 7)* to the publisher and sends a copy to the Acquisitions Coordinator who files it in a folder of *Purchase Orders Pending.*

III. ACQUISITION OF DOCUMENTS FROM BAKER & TAYLOR

The wholesale firm of Baker and Taylor is often used when ordering items which must be purchased. Every 2 1/2 months, the Acquisitions Coordinator checks the white On Order cards, looking at the dates stamped in the upper right hand corner of those for which a complimentary request letter was sent. If a date is more than 2 1/2 months old, and if there is reason to believe (based on past experience) that the publisher will not provide a complimentary copy, the document will be purchased from Baker and Taylor. (Documents for which a purchase order was sent to the publisher initially are not ordered from Baker and Taylor at this point, nor are items published by firms or organizations not included in Baker and Taylor's list of suppliers.)

A. The Acquisitions Coordinator marks the card with a green line at the top, writes *Purchase B & T* in the top right hand corner, and stamps in the day's date under the date of the original request.

B. Clerk types out a Baker and Taylor order form giving the requested information *(Example 8).*

C. Clerk makes two xeroxes of this form giving the original and one xerox to Mrs. Brosius.

D. The other xerox copy is placed in the Baker and Taylor folder in the AC's office.

E. Mrs. Brosius makes a purchase order and sends it to Baker and Taylor with the original order form; a copy of the P.O. is sent to the AC.

F. AC staples the P.O. to the xeroxed order form and returns both to the Baker and Taylor file.

G. No keypunch cards are made as they are still filed from the original request.

IV. ARRIVAL OF DOCUMENTS FROM PUBLISHER OR SOURCE

A. All acquisitions intended for the CEC Information Center are sorted in the CEC mailroom and placed in the Center's slot in the mailbox where they are picked up by a clerk.

B. The clerk opens and sorts the mail, checking all documents against the On Order file.

C. If an On Order card is found for a document, the On Order card is placed inside the document and the keypunch card is pulled and discarded.

D. All documents are routed directly to the AC, including those for which no card was found.

V. ARRIVAL OF DOCUMENTS FROM BAKER & TAYLOR

A. Books requested from Baker and Taylor as one order generally arrive in two separate shipments approximately 6 weeks apart.

B. The clerk follows the same procedure as for regular documents, pulling the On Order card and placing it in the document and discarding the keypunch card.

C. The AC receives the book and takes out the Baker and Taylor file.

D. The order form containing the order for that book (or books) is located and the day's date is stamped next to the title of the book on the form.

E. The book is then processed as stated in Section VII.

F. When the second shipment of books from an order arrives, the AC checks to see whether all books ordered have been supplied. (Baker and Taylor also sends a statement notifying of order completion or inability to find all books.)

G. The AC checks to be sure that books ordered from Baker and Taylor but not received have not been received as complimentary copies from the publisher in the meantime; if not they will be ordered as a purchase from the publisher.

H. The AC is responsible for checking all invoices received from Baker and Taylor to ensure that books billed are books which have been received.

I. Other books which may be ordered from Baker and Taylor:

1. Books which are to be ordered for the first time which the AC, based on past experience, has reason to believe won't be supplied free by the publisher.

2. Books for which a purchase order was sent to a publisher who failed to send the book or to respond to follow-up letters. In these cases, the AC requests that Mrs. Brosius cancel the original P.O.

VI. FOLLOW-UP FORM LETTERS

When the Acquisitions Coordinator examines the card file of documents on order every 2 1/2 months looking for items not received which were ordered more than 2 1/2 months prior to that date, she separates identified items into two lists, those which were ordered by letter requesting a complimentary copy, and those which were ordered by purchase from the publisher.

If there is reason to believe that a complimentary copy will be sent, publishers who received a request for a complimentary copy get a form letter which can be marked and returned *(Example 9)*. When no reply to the letter is received within two weeks, the books are ordered from Baker and Taylor. Follow-up letters *(Example 10)* are also sent to publishers who received purchase orders, and if no reply is received in two weeks, the AC notifies Mrs. Brosius to cancel the purchase order. The books are then ordered from Baker and Taylor.

Unanswered journal requests are also treated with form letters *(Example 11)*. In cases where no exchange agreement can be reached, the journal may be ordered by purchase order.

VII. RECEIPT OF DOCUMENTS BY ACQUISITIONS COORDINATOR

A. The Acquisitions Coordinator initially sorts documents into two stacks–those with and those without On Order cards.

1. Documents without On Order cards are unsolicited; title indexes of ECEA and the In Process Index are checked to see whether the books are duplicates of material already received.

   a. If materials are duplicates, a processing form with the EC number and the notation that this is a second copy is attached to the front cover and the document is routed to the processing clerk.

   b. If material is not a duplicate, a decision must be made whether to retain it or not.

   c. If material is not appropriate for the collection because it is not in scope or is poorly done, it will be rejected. Documents appropriate for another ERIC Clearinghouse will be transferred. Clerk will send transfer letter *(Example 12)* and package material.

   d. If material is to be kept, the appropriate data will be written on an On Order card and inserted in the document. Data which may be included at this point are copyright date, number of pages, author's name (or names), title, publisher, price (if known) and acquisitions category code letters. The category should reflect the major emphasis of the document *(Example 13)*.

2. Documents which have On Order cards and have been purchased.

   a. The AC will check to see if a copy of the CEC purchase order has been received and filed in the *Purchase Orders Pending* folder.

   b. If there is a P.O., the AC will stamp an arrow in the upper right hand corner of the P.O. and file it numerically in the *Purchase Orders Received* folder.

   c. If the document has been ordered from Baker and Taylor, that folder will be checked. The date received will be stamped next to each book in the shipment on the xeroxed order form in the folder. If all books ordered on one purchase order are received or stated as "not available" at that time (reorder), an arrow will be stamped in the upper right hand corner of the purchase order which will be retained in the Baker and Taylor file.

   d. The AC is responsible for checking and approving or disapproving all invoices received for purchased material.

3. Documents which have On Order cards and have been sent as complimentary copies. The AC checks the On Order card and supplies any missing information.

B. The AC then examines all the documents which have been received and retained to determine whether they will be processed for RIE and ECEA or ECEA only and checks the appropriate space on the On Order card. All documents retained now have On Order cards filled out with appropriate data. Selection criteria for ERIC documents and documents for ECEA only are found in Section I.B.

1. A yellow processing form is attached to the front cover of material intended for RIE *(Example 14).*

   a. If a document is intended for RIE and *is not copyrighted,* and if there is only one copy, spaces indicating the need for numbering, first copy, and the need for a duplicate are checked. If there are two or more copies, the space to request a duplicate is not marked. A yellow form is also attached to the second copy and marked to show that the copy needs a bookpocket, numbering, a book card, and is a second copy. Third copies are retained and given a bookpocket, card, and number.

   b. If a document is intended for RIE and *is copyrighted,* a decision is made whether a copyright release should be requested. This is not done for texts published by regular commercial publishing houses. A release is requested when an item would not be readily obtainable from the publisher, when the source has published a limited quantity, when a portion of the document is copyrighted, or when in the judgement of the AC it would be valuable to have the document on microfiche in case it goes out of print. The notation to ask for a release is made on the processing form. Section 3.4. 1-8 of the *ERIC Operating Manual* provides copyright information.

c. If a document is a *copyrighted text* by a standard or commercial publisher the processing form is checked to indicate the need for a bookpocket, bookcard, and numbering. The number of the copy is noted (whether it is the first or second copy). Duplicates are not requested and more than two copies are given away.

2. If a document is intended for ECEA only, a white processing slip *(Example 15),* is attached to the front cover and indication made for bookpocket, book card, numbering, and pamphlet binder if necessary. Once again the number of the copy is indicated and more than two are given away. No reproduction is involved and all processing slips of documents intended for ECEA are filled out similarly.

VIII. DOCUMENTS SHELVED FOR INFORMATION CATALOGER

When the Acquisitions Coordinator has completed the On Order cards, selected the document for RIE or ECEA, and attached and completed the proper processing form, the documents are placed in the office of the Information Cataloger on separate shelves, one for *ERIC To Be Cataloged* and one for *Non-ERIC To Be Cataloged.*

IX. CATALOGING FOR ERIC

A. The Information Cataloger (hereafter called the cataloger) removes the documents for RIE from the ERIC To Be Cataloged shelf and catalogs them on ERIC Resume Forms *(Example 16)* according to guidelines in Section 3.4. 1 of the *ERIC Operating Manual.*

B. EC numbers are assigned to all except those for which a copyright release must be requested. EC numbers are assigned sequentially and are entered on the On Order card which is then removed from the document and stacked on the cataloger's desk.

C. Documents awaiting copyright release are replaced on the ERIC To Be Cataloged shelf. The cataloger sends a copyright release form letter *(Example 17)* to the author and indicates the date on the processing form.

D. The cataloger also sends out requests for duplicate copies *(Example 18)* but proceeds with the numbering of the document.

X. PREPARATION OF ERIC ACQUISITIONS DATA FORM

The *ERIC Acquisitions Data Form* is used to record newly accessioned documents intended for announcement in RIE. Each ERIC Clearinghouse prepares a list of such documents and sends it to the ERIC facility at the end of each month. The information is published monthly in the *ERIC Acquisitions Data List*, a compilation of newly accessioned items at each Clearinghouse in alphabetical order by author and title.

A. Subsequent to cataloging, ERIC documents are placed on a shelf for addition to the ERIC Acquisitions Data Form.

B. The Acquisitions Coordinator, weekly, adds documents to the list following guidelines in Section 3.3.5-9 of the *ERIC Operating Manual*. (All documents intended for RIE and numbered during the week are listed.)

C. On the last Friday of each month the Acquisitions Data Form is xeroxed and the original sent to the ERIC facility with the weekly ERIC shipment. If for some reason it is not possible to do this on the last Friday, the list is mailed special delivery by the last day of the month. The xeroxed copy is filed in the AC's office in a folder labeled ERIC Acquisition Forms.

XI. DUPLICATE CHECKING OF ERIC ACQUISITIONS DATA LIST

A. Upon arrival of the ERIC Acquisitions Data List prepared by the ERIC facility, the AC examines it for duplicates.

B. This is done by reading the list and noting the starred items. Starred items indicate that two or more entries have the same title, or author and title, and appear to be duplicates.

C. In some cases the item is not an actual duplicate but a series of reports beginning with the same title and having the same author. These instances usually occur within a Clearinghouse rather than between Clearinghouses. No action is necessary.

D. When two or more items that have the same title or author and title have been submitted by EC and another Clearinghouse, the AC calls the Clearinghouse involved to check on the status of the document. If one Clearinghouse has already completed processing and shipped the document to the ERIC facility, the other will not send their copy. If neither have completed processing, they must agree as to who will continue. If both have submitted the document they must decide who will call the ERIC facility and request that the document be returned. The Clearinghouse pulling the document must always mark it as a deletion on the Acquisitions Data Form.

XII. COMPLETION OF ERIC PROCESSING

A. After documents are entered on the ERIC Acquisitions Data Form (Section X) and physically processed (Section XIX) they are placed on a shelf labeled *ERIC To Be Abstracted.*

B. When documents to be announced in RIE return from the abstractor, they are placed on a shelf labeled *ERIC To Be Typed.* From there, the cataloger removes them and types the descriptive data, index terms, and abstracts onto an ERIC resume form.

C. When all resumes of documents for the weekly shipment are typed, the Acquisitions Coordinator is notified and final reads the resumes, checking for cataloging and typing errors, incorrect descriptors, and grammar and sense of the abstract. Errors are corrected by the cataloger. Using the author and institution indexes and the title printout of RIE, the cataloger checks the resumes against the entire ERIC collection to be certain that the documents have not been previously submitted by any Clearinghouse.

D. A log sheet is completed for items in that week's shipment *(Example 19).* Resumes and the log sheet(s) (signed by the cataloger) are xeroxed, and copies are filed by the cataloger–resumes in 3-ring binders and log sheets in a file cabinet.

E. Documents to be reproduced (noncopyrighted materials and copyrighted materials for which we have a release), resumes, xeroxed title and table of contents pages of copyrighted documents for which there is no release (if any), and the original log sheet are boxed, addressed, and placed in the CEC mailroom by the cataloger who calls for a pick-up by messenger service and delivery to the ERIC facility. (ERIC Processing and Reference Facility, Leasco Systems and Research Corporation, 4833 Rugby Avenue, Bethesda, Maryland 20014).

XIII. CATALOGING FOR ECEA

The following guidelines are used by the cataloger in completing fields in the local cataloging form *(Examples 20 and 21)* for documents or journals to be announced in ECEA only. For the most part, these guidelines are the same as those used in cataloging documents for RIE. Only those instructions which are most often utilized in cataloging for ECEA are described in this section; for directions on completing fields not covered here, refer to the *ERIC Operating Manual*, Section 3.4.1.

A. Acquisitions Category

Acquisitions Category Code letters located in the Category field of the On Order card are entered here.

B. Publication Date and Pagination

The date of publication is used when known; if not, the copyright date is used. If all components are known, the date is written as follows: 26 Oct 71. The month and year or the year alone may be entered: Oct 71 or 71. If an estimated publication date is used it must be enclosed in brackets. The number of pages are indicated next to the publication date: 234p.

C. Author

The personal author is entered in full, last name first and omitting titles or degrees but including the abbreviations Ed. or Comp. when necessary.

Examples: Day, Bertha O.

Harris, Barbara A., Ed.

If there are two authors, the name of the first is followed by a semicolon and the name of the second is entered below it. If there are more than two authors, the name of the first is entered followed by the phrase And Others.

Example: Monroe, Dora U. And Others

D. Title

The complete document title, as found in the title page, is entered followed by a period. If there is no title page, the cover title must be used. In cases where there is no title, one may be made up based on the contents of the document and must be enclosed in brackets. A semicolon is generally used to separate title from subtitle, but a colon should be used if there is doubt as to whether there is a subtitle or whether the entire statement should be considered the title proper.

Examples: How to Breed and Raise Scottish Terriers.

The Mind of the Dog; Studies in Canine Psychology.

Information relating to the type of report and to data such as volume and part numbers is considered a part of the title and is entered as follows:

Example: Research and Evaluation Study of Resource Room Teachers. Final Report.

If a document is issued in several parts or volumes under one title, enter under the main title and add the part or volume number and the distinctive title of the document.

Example: A Potpourri of Ideas for Teachers of the Mentally Retarded. Volume II, the Practical Arts.

A series title should be entered following the specific title of the document except when the specific title is more general than the series title, or when the series title is well known. Care must be exercised in distinguishing it from other descriptive information relating to the document. A series is a number of separate works issued in succession, and related to one another by the fact that each bears a collective title, generally appearing at the head of the title page, normally issued by the same publisher or institution in a uniform style, frequently in numerical sequence. A document issued in several parts or volumes with the same title is not considered a series. The series statement includes the distinctive collective title, and if a numbered series, the number of the particular document.

Example: A Report on the Low Ability Student in the Fontana Public Schools. Student Personnel Series, Section B.

Titles of conferences, proceedings, etc.,should be taken verbatim from the title page, with the exception that the number of a conference appearing in the title should be removed from its position and placed in parenthesis after the title followed by a period.

Example: Summary of the Proceedings of the Working Conference on Language Development in Congenitally Deaf Children (2nd, April 10-12, 1968).

When the place and date of the conference also appear in the title or are clearly indicated on the title page, they should also be removed and included in parenthesis in the following order: number, place, date.

Example: Resource Workshop on Instructional Materials for the Educable Mentally Retarded (3rd, Atlanta, November 6-8, 1970).

E. Availability

The publisher or the source of a document are provided in this field. Data included are full name of source, address (completely written out), and price of document if known. Enter using punctuation shown below.

Examples: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($0.25).

Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605.

F. Journal Citation

For articles taken from journals, utilize the following form when entering the journal citation in this field. The information should be complete with journal title, volume number, issue number (if available), pagination, and date. The journal name is always followed by a semicolon.

Examples: Exceptional Children; v37 n10 p723-31 Sum 1971

Mental Retardation; v2 n1 p3-6 Apr 1971

G. Descriptive Note

Descriptive information concerning preprints, reprints, papers or speeches presented at annual meetings, conferences, etc.,is entered in this field.

Examples: Paper Presented at the National Conference of the American Dog Owners Association (1st, Chicago, Illinois, March 7-10, 1970).

Reprint from Proceedings of 67th Annual Convention of the American Kennel Club, 1962, AKC, New York, New York.

H. Documents and their cataloged forms are placed on a shelf for physical processing (inclusion of a bookpocket, bookcard, and a stamped number) by a clerk (see Section XIX).

I. After physical processing they are shelved for abstracting on a shelf labeled *Ready To Be Abstracted - Non ERIC.*

J. After abstracting, documents are given directly to the Information Processing Supervisor.

XIV. PREPARATION OF IN PROCESS INDEX

A. Near the end of each week, a clerk picks up the stack of On Order cards from the desk of the cataloger and keypunches all information on them.

B. A printout called the *In Process Index,* which is a cumulative index of documents in process for an issue of ECEA, is run. The entries are listed by author, title, and publisher.

C. The AC receives 3 copies of the index, one of which is given to the Editor of *Exceptional Children.*

XV. JOURNAL ACQUISITIONS

New journals are identified with the cooperation of CEC staff who are free to make recommendations. New journals usually come to our attention through prepublication announcements, letters to professional staff, or announcement in a journal received. Established journals not received may be identified by staff as ones thought to be useful and appropriate, by requests for exchange from the journal editor or publisher, or by examination of abstract publications for frequency of articles relevant to exceptional children from a journal not received. When the journal has been identified and selected for ordering, the following steps are followed:

A. Acquisitions Coordinator fills out a yellow journal order form *(Example 22)* with the appropriate bibliographic data and a notation to request complimentary or exchange copies or to purchase the journal.

B. Clerk, referring to yellow form, types the appropriate form letter *(Examples 23 and 24)* or makes out a purchase requisition.

C. Letters are mailed; purchase requisitions are sent to Mrs. Brosius who returns a copy of the purchase order.

D. Clerk dates yellow form and places it, with a carbon of the request letter (or a copy of the purchase order) in a file marked *Journals On Order.*

XVI. ARRIVAL OF NEW ADDITIONS TO THE JOURNAL COLLECTION

A. Clerk makes a white check-in card, pink check-out card *(Examples 25 and 26),* and manila folder with the name of the journal, then logs in the issue on the white check-in card in the *Journal Check-In File.*

B. Clerk delivers journal to Acquisitions Coordinator who removes yellow order form from file, records date of receipt on the form, places form in the prepared manila folder, and files the folder.

C. A *Journals Received Folder* is kept to file correspondence concerning journals which have not been physically received, but which have been promised by the editor or publisher.

D. Other letters relevant to exchanges or to sending complimentary copies may be received; all such correspondence is kept in the manila folder for that journal.

E. Acquisitions Coordinator adds the name of the journal to the computer printout of the master list of journals.

F. Once every three months the AC checks the master list, completes data for each addition, and makes deletions or corrections.

G. Clerk keypunches new data, makes changes or deletions of old cards and has master list run off in printout form.

XVII. ARRIVAL OF JOURNALS REGULARLY RECEIVED AND JOURNAL PROCESSING

A. The clerk logs in issues of journals in the Journal Check-In File.

B. Journals are then transferred to the Acquisitions Coordinator. (The exceptions are abstract publications which are shelved after being logged in and are not abstracted.)

C. Acquisitions Coordinator determines whether each journal is indexed for *Current Index to Journals in Education* (CIJE) or abstracted and indexed for ECEA only by consulting the list of Journals Processed for CIJE *(Example 27).*

D. The Acquisitions Coordinator handles CIJE journals as follows:

1. Journal Abstract Checklist is attached to journal cover *(Example 28)* and name of journal, month, year, volume, and number are recorded.

2. *CIJE* is written in the upper right hand corner of the checklist.

3. *Journal Contains Abstracted Material* sticker is placed on the lower right hand corner of the journal.

4. If the journal is done cover-to-cover (determined by consulting the list of Journals Processed for CIJE), it is given directly to the Coordinator of Abstracting and Indexing after checking for potential acquisitions.

5. If the journal is done selectively, AC decides which articles are to be done and specifies the page number, last name of author, and acquisitions category on the processing form, then routes to Coordinator of Abstracting and Indexing after checking for acquisitions.

6. In some cases, no articles from selective journals are appropriate in which case the checklist and sticker are not attached and the Coordinator of Abstracting and Indexing is notified while the journal itself is shelved.

E. Non-CIJE journals are processed in this manner:

1. AC scans journals for relevant articles.

2. Articles identified are indicated on the Journal Abstract Checklist which is filled out as in D.-l above. The *Journal Contains Abstracted Material* sticker is attached to the lower right hand corner.

3. Journal is examined for acquisitions.

4. Journals with articles to be abstracted are placed on a shelf marked *ECEA To Be Cataloged* in the cataloger's office.

5. If no articles are to be abstracted, a journal is either shelved or set aside for CEC staff use out of the library according to a predetermined list which may be modified by staff.

F. Decision making on additions or deletions to CIJE

1. The Acquisitions Coordinator and the Coordinator of Abstracting and Indexing collaborate on whether to add or delete a journal from those done for CIJE. The Coordinator of Abstracting and Indexing will request written approval from the CIJE publisher.

2. Journals are added when it is felt that a significant number of articles relevant to exceptional children are regularly published and when no other clearinghouse already covers the journal.

3. Deletions are made when a journal consistently fails to produce a significant number of relevant articles or when the journal ceases production.

G. Journals to be kept on shelves, bound, or made available outside of the library

1. Limited shelf space has made necessary the decision to retain in the library for only one volume year approximately one half of the journals. See starred journals on Journals Received List *(Example 29).*

2. Any staff member can, at any time, discuss with the AC and library director the feasibility of adding or dropping any title from those housed in the library.

3. The AC may decide to add a title to those to be kept in the library but must discuss removal of a title with the library director and other professional staff members.

4. Core journals have been selected for binding. Additions may be made depending on available funds.

5. Journals not retained for one volume year are collected by the AC and removed from the library periodically to out-of-library storage.

6. Journals kept for one volume year which are not bound are also removed from the library at the end of each volume year to out-of-library storage.

XVIII. COMPLETION OF CIJE PROCESSING

A. Abstractors catalog and index articles on ERIC Journal Article Resume Forms *(Example 30);* the journal and resume forms are given to the cataloger.

B. Cataloger assigns EC numbers and types resumes including bibliographic data, descriptors, and annotations (when provided by the abstractor).

C. Log sheets are prepared for each journal by the cataloger.

D. Resumes and log sheet(s) are final read by the Coordinator of Abstracting and Indexing who indicates errors for the cataloger to correct and who approves the log sheet.

E. Resumes and log sheet(s) are xeroxed.

F. Original copies of resumes and log sheet(s) are mailed to CCM Information Corporation (866 Third Avenue, Room 1126, New York, New York 10022).

G. A xeroxed copy of the log sheet(s) is filed with the Coordinator of Abstracting and Indexing.

H. The abstractor modifies each xeroxed resume to conform to ECEA specifications, attaches it to the appropriate abstract and forwards it to the cataloger who inserts keypunch field codes (see Section XXIV for Field Codes). The resume and journals are then given to the Information Processing Supervisor.

XIX. PHYSICAL PROCESSING AND SHELVING

A. First copies of ERIC documents which are to be reproduced by EDRS will not be physically processed with a bookpocket and book card. The EC number may be stamped on by the clerk or written on by the cataloger.

B. Second or third copies of documents to be reproduced and first and second copies of all other documents (not journals) get a stamped number, bookpocket, and bookcard; some may require a pamphlet binder. This work is done by a clerk.

1. Bookpockets are affixed in the middle of the inside front cover. The EC number is stamped on the upper right hand corner of the bookpocket.

2. Book cards are numbered in the upper right hand corner; author and title are typed on the card.

3. The EC number is stamped on the upper right hand corner of the first page inside the front cover. The EC number is also stamped onto a piece of white backing paper which is inserted into a plastic sleeve; the sleeve is affixed to the lower spine of the document with a heating iron.

4. First copies of documents are then placed on shelves to be abstracted, one shelf for ERIC documents and one for ECEA. They are arranged numerically from lowest to highest.

5. Second copies (or second and third copies of documents to be reproduced) are shelved in the library by EC number.

C. Shelving of first copies which have been abstracted.

1. First copies of ERIC documents which are to be reproduced are sent to the ERIC facility and therefore not shelved in the library.

2. All other documents (not journals) which have been abstracted are removed from the office of the Information Processing Supervisor after galley proof has been received for them; the documents are shelved by a clerk in the main library in EC number order.

D. Physical Processing of Journals

1. When assigning EC numbers to journal articles the cataloger writes the number next to the article in the table of contents.

2. After abstracting, when the Information Processing Supervisor has received galley proof, the clerk removes the journals from that office and microfilms each abstracted article.

3. The clerk must prepare for each article a form containing the EC number in bold print which will be photographed prior to the article to readily identify it.

4. After completion of filming of articles in each journal, articles are stamped Microfilmed and the word Microfilmed is stamped on the *Journal Contains Abstracted Articles* sticker on the cover.

5. After the film has been developed and examined for faults, it is cut apart and each article placed in a microfiche jacket. The EC number is typed onto the top of the jacket which is then filed in EC number order.

6. Journals which are to be kept for one volume year are shelved while those not to be retained are removed from the library.

XX. SENDING COPIES OF PUBLISHED ABSTRACTS FROM ECEA AND RIE

A. ECEA

1. When each new issue of ECEA comes out, a clerk cuts it apart in order to send copies of abstracts to publishers. It may be necessary to cut apart three or four copies in order to have two complete abstracts to send.

2. Abstracts of journal articles are not sent.

3. A form letter *(Example 31)* is stapled to the abstract. The letter specifies which issue of ECEA contained the abstract.

4. Letters are mailed to publishers.

B. RIE

1. When each monthly issue of RIE arrives, three copies of each page of the EC section (which contains all abstracts submitted by this Clearinghouse) are xeroxed.

2. Pages are cut apart to produce three copies of each abstract.

3. Abstracts of documents are stapled to a form letter *(Example 32)* which is marked to show whether copies are available from EDRS. The ED number or numbers of the abstracts are included. An EDRS order form is attached when the document(s) is available from EDRS.

XXI. NEWSLETTER ACQUISITION

A. Form letters are used to request complimentary copies of newsletters *(Example 33)*.

B. A regularly updated computer printout record is kept of newsletters received. Information contained includes name of newletter, publisher and address, frequency, and cost (if any).

C. Incoming newsletters are routed directly to the Acquisitions Coordinator who scans them for pertinent acquisitions, then stamps them *Discarded Material*. (Newsletters from Special Education Instructional Materials Centers, ERIC Clearinghouses, and some educational laboratories are filed).

D. Discarded newsletters are given to the Coordinator of Information Services who peruses them, then places them in a slot in the Information Center mailbox for use by any staff member who wants them.

XXII. MISCELLANEOUS PROCEDURES RELATED TO ACQUISITIONS

A. Correspondence and Telephone

1. Correspondence concerning documents, journals, submission of material for RIE, and other matters pertaining to acquisitions is answered by the Acquisitions Coordinator. Examples are letters asking how to have documents announced in RIE, requests to authors concerning incomplete information or citations within their documents, requests concerning publications which may arise from conferences or projects, explanations of acquisitions policy or procedures, inquiries about BEH approval of documents, and other items.

2. The Acquisitions Coordinator serves as a liaison with the ERIC facility on processing problems and may receive or make calls relating to Operating Manual changes, directives from ERIC, duplications, or other problems. The AC also makes contact with the appropriate ERIC staff member when requesting permission to submit something as a Quick Availability Document (QAD). Note: A document would be submitted as a QAD if there is an urgent need to have it announced and reproduced by ERIC as quickly as possible.

3. The Acquisitions Coordinator, when receiving complimentary copies of documents, signs a *Thank-You Card (Example 34)* and forwards it to the clerk with an envelope and the title and publisher of the book. The clerk types in the book title or titles and mails the card to the publisher.

B. Preparation of Quarterly Report

The Acquisitions Coordinator prepares Section B of the ERIC Quarterly Report.

1. The number of documents received is determined by subtracting the highest EC number assigned at the end of the preceding quarter from the highest EC number assigned at the end of the current quarter (bearing in mind that a block of numbers may be omitted in changing issues of ECEA). To this figure is added the total number of documents which were rejected or transferred.

2. The number of unsolicited and solicited documents is estimated by using a 20/80 percent breakdown.

3. The AC keeps a record of the number of documents rejected and transferred.

4. The number retained for RIE is determined by adding the number sent to RIE and listed on log sheets during the current quarter, plus the number on hand to be sent to RIE. The number retained for local files is the total retained (the number received minus the rejects and transfers) minus those done for RIE.

5. The number submitted for RIE is the number listed on log sheets of ERIC shipments during the quarter.

6. The total processed for local file is the number retained for local file in 4 above plus the number sent to RIE. There is no limited processing of documents.

7. The backlog of documents on hand suitable for RIE is determined by counting those not yet numbered and waiting to be cataloged for RIE.

Example: Quarterly Report Section B.

1. Documents Received

   a. Number received during quarter___ (cumulative___)

      Unsolicited ___Solicited___Total____

   b. Rejected___Transferred___Total ____

   c. Total retained____For RIE____For local files _____

2. Document Processing

   a. Submitted for RIE _____

   b. Total processed for local file:

      Complete____Limited____Other____

   c. Backlog of documents on hand suitable for RIE _____

XXIII. ABSTRACT FORMAT

There are 24 field possibilities for a given abstract. Each field name is preceded by @ and appears according to the following format:

Field 1 - *@Category*. The field name begins in card column 1. Information in this field begins in card column 17 and consists of a 2-3 character alpha code for the disability area to which the abstract pertains. See sheet labeled "Selected Categories for Acquisitions Cards" *(Example 13)* for all possible entries in this field. There is no printer's code for Field 1 since it is dropped from all abstracts before they are sent to Photo Data for typesetting.

Field 2- *@ ED*. The field name begins in card column 1 followed by a space and then the 6-digit accession number assigned to ERIC abstracts by LEASCO. If the abstract is non-ERIC or if it is ERIC but has no ED number assigned at time of keypunching, the field name *@ ED* is followed by a space and then N.A.

Examples: @ ED 047 368 (if a number is available)

@ ED N.A. (for non-ERIC or number not yet received)

Field 3 - *@ EC*. The field name begins in card column 17 and is followed by a space and the 6-digit accession number assigned to the abstract by the Information Cataloger.

Field 4 - *@ Publ. Date*. The field name begins in card column 40 and is followed by a space and a 1-2 digit designation for day (if given), a 3-letter designation for month (if given) and a 2-digit designation for year.

Examples: @ Publ. Date 10 Jun 71 (all data given)

@ Publ. Date Jun 71 (month and year given)

@ Publ. Date 71 (year only given)

If no date information is given on the document, the Information Cataloger examines the document and estimates a date for it. This information is entered in brackets, but for typesetting purposes, the brackets are keypunched as parentheses.

Example: @ Publ. Date [71] becomes @ Publ. Date (71)

Field 5 - Field 5 is pagination information and begins in card column 63. It consists of @ followed by a space, the number of pages and *p*.

Example: @ 273p.

*NOTE: Fields 2-5 all appear on the same IBM card when keypunched. These fields differ from other fields in that @ is always followed by a space before the field name. The printer's code for fields 2-5 is a 1 in card column 71.

Field 6 - @Author 1. The field name begins in card column 1. Information in this field begins in column 17 and consists of the name of the first author, appearing according to one of the following formats: (1) If there is only one author listed, the name will appear last name first, first name, and middle name(s) or initial(s) if given; (2) If two authors are listed, the first author's name will appear the same as above, followed by a semicolon; (3) If there are more than two authors, only the first author will be listed, as in No. 1 above, followed by and others. The printer's code for Field 6 is a 2 in column 71.

Examples: @Author 1 Smith, John F. (only one author listed)

@Author 1 Smith, John F.; (when a second author follows)

@Author 1 Smith, John F. and others (more than two authors)

*NOTE: For printing purposes, it is necessary to insert capitalization codes in certain fields. The capitalization symbol for initial keypunching is < which is converted to a bar (|) by a computer program. The bar (|) is the only symbol for capitalization which can be used in abstracts sent to Photo Data for typesetting. Capitalization codes are needed in Field 6 where a space does not precede a capital letter.

Examples: Mcl Dougall, Ronda

L'l Abate, Luciano

Where two or more initials are given in an author's name, it is necessary to leave a space to ensure capitalization of initials.

Example: Fell, Ralph C. W. (no cap code needed)

Field 7 - *@Author 2.* The field name begins in card column 2. Information in this field begins in column 17 and consists of the name of the second author listed last name first, first name and middle name(s) or initial(s) if given. The same capitalization and spacing rules apply to Field 7 as apply to Field 6. The printer's code is 2 in card column 71.

*NOTE: Authors' names may sometimes be accompanied by the designation Ed., or Comp.

Examples: Fell, James, Ed.

Smith, John P., Comp.

Field 8 - *@Title.* The field name begins in card column 1. Information in this field begins in card column 17 and may continue through column 70. If additional cards are needed to complete the title, begin information on succeeding cards in column 17 and do not repeat the field name. Always end the title field with a period or other given punctuation. A printer's code 3 appears in column 71 of all cards needed for the title. Capitalization Codes (|) are needed for the first word of the title and for all other words except articles, prepositions and conjunctions, and of course, numerics. Where a word in a title is all caps, capitalization codes are needed for each letter.

Example: |The |A|B|C's of |Sign |Language.

Field 9 - *@Institution 1.* The field name begins in card column 1 and the information begins in column 17. Additional cards may be used as needed to complete this field. Begin information on succeeding cards in column 17 and do not repeat the field name. If more than one institution is listed, end Field 9 with a semicolon. Printer's code for this field is 2 in column 17. Capitalization codes are needed in this field only where a capital letter is not preceded by a space.

Example: Bureau of Education for the Handicapped

(|D|H|E|W), Washington, D. C.

Where initials appear in Field 9, leave a space between to ensure capitalization.

Example: Washington, D. C.

Fields 10 and 11 are *@Institution* 2 and *@Institution 3,* respectively. Format for Fields 10 and 11 is the same as that for Field 9. Refer to above.

Fields 12, 13, and 14 are *@Sponsor 1, @Sponsor 2* and *@Sponsor 3,* respectively. Format for these fields is the same as that for Fields 9, 10, and 11. Refer to above.

Field 15 - *@|E|D|R|S.* The field name begins in column 1 followed by a space and information according to one of the following formats: (1) *@|E|D|R|S mf,hc* if the abstract has been submitted to ERIC for inclusion in *Research in Education* (RIE), and is available from the ERIC Document Reproduction Service (EDRS) in microfiche (mf) and hard copy (hc). (2) *@|E|D|R|S mf* if the abstract has been submitted to ERIC for inclusion in RIE but is available in microfiche only from EDRS. (3) *@|E|D|R|S not available* if the abstract is a local document (non-ERIC) and is therefore not available from EDRS, or if it has been submitted to ERIC but is a copyrighted document without a reproduction release. The printer's code for Field 15 is a 5 in column 71.

*NOTE: Field 15 is the only field which requires capitalization codes in the field name itself.

Field 16 - *@Contract No.* Field name begins in column 1. Information begins in column 17. The printer's code is 8 in column 71.

Field 17 - *@Report No.* If there is a Contract or Grant No. in addition to a Report No., the Report No. will appear on the same card as the Contract or Grant No. In such an instance, the field name, *@Report No.*, starts in column 40 followed by a space and the number. If there is a Report No. but no Contract or Grant No., the field name, *@Report No.*, begins in column 1 and the information begins in column 17. See *NOTE below for special keypunching instructions for initial entry in this field. The printer's code is 8 in column 71.

*NOTE: When keypunching a Report No. when there is no Contract or Grant No. given, the code =*N* is punched beginning in column 1, but the number itself begins in column 40.

Field 18 - *@Grant No.* Field name begins in column 1. Information begins in column 17. Printer's code is 8 in column 71.

Field 19 - *@Bureau No.* Field name begins in column 1. Information begins in column 17. Printer's code is 8 in column 71.

Field 20 - *@Availability.* Field name begins in column 1. Information begins in column 17. Additional cards may be used as needed to complete the field, with succeeding cards beginning in column 17, and no repetition of field name. The printer's code is 2 in column 71. Cap codes (|) are used only where a capital letter is not preceded by a space. Leave one space between inititals to ensure capitalization. Always end the field with a period.

Field 21 - *@Journal.* Field name begins in card column 1. Information begins in column 17. Format of a journal citation should be: journal name written out in full, semicolon at the end of the journal name, v for volume, n for number, p for pages, month abbreviated to 3 letters, and a 4-digit designation for year.

Example: Exceptional Children; v37 n2 p85-91 Oct 1971

The printer's code is 2 in column 71. Cap codes (|) are used only where a capital letter letter is not preceded by a space.

Example: AISIHIA; v3 n2 p85-91 Aug 1970

Additional cards may be used as needed to complete the field. Begin succeeding cards in column 17 and do not repeat the field name.

Field 22 - *@Descr. Note.* Field name begins in card column 1. Information begins in column 17. Field 22 follows the same format as that outlined for Field 20. Printer's code is 2 in column 71. Use additional cards as needed, with same rules applying as in Field 20.

Field 23 - *@Descriptors:* Field name begins in column 1 and is followed by a colon. Information begins in column 17 with a printer's code 4 in column 71. Additional cards needed to complete the field begin in column 1 and are given a printer's code 5 in column 71. Follow standard rules for capitalization of words, i.e., cap codes for proper names, races, countries, etc. Terms are separated by semicolons.

Field 24 - *@Abstract.* Field name begins in column 1. Information begins in column 17 with printer's code 6 in column 71. For additional cards needed to complete the field, information begins in column 1 and a printer's code 5 is entered in column 71. Capitalization codes are needed at the beginning of every sentence and for captial letters within the body of the abstract.

XXIV. FIELD CODES FOR INITIAL KEYPUNCHING OF ABSTRACTS

Section XXIII has described in detail the final format of an abstract entry. However, for inital keypunching of an abstract, some simplifications have been initiated. In order to increase speed and accuracy, the keypuncher does not punch the complete field name for each of the 24 fields of an abstract. Instead, he substitutes an appropriate 2-character code for the field name. These 2-character symbols are punched beginning in column 1 (except =*E* which begins in column 2) for each field. The First Listing of a job will reflect use of these symbols for field names. In proofreading the First Listing, care must be taken to see that the correct symbol has been used for each field. When a job is listed a second time, a computer program converts the symbols to complete field names. The 24 fields of an abstract are listed below with their corresponding symbols.

Field 1	*@Category*	= B
Field 2	*@ ED*	= C
Field 3	*@ EC*	
Field 4	*@ Publ. Date*	
Field 5	*@ p.*	
Field 6	*@Author 1*	= D
Field 7	*@Author 2*	= E
Field 8	*@Title*	= F
Field 9	*@Institution 1*	= G
Field 10	*@Institution 2*	= H
Field 11	*@Institution 3*	= I
Field 12	*@Sponsor 1*	= J
Field 13	*@Sponsor 2*	= K
Field 14	*@Sponsor 3*	= L
Field 15	*@ |E| D|R|S*	= M
Field 16	*@Contract No.*	= N

Field 17 *@Report No.*	**= N (number in column 40)**
Field 18 *@Grant No.*	**= O**
Field 19 *@Bureau No.*	**= P**
Field 20 *@Availability*	**= Q**
Field 21 *@Journal*	**= R**
Field 22 *@Descr. Note*	**= S**
Field 23 *@Descriptors:*	**= T**
Field 24 *@Abstract*	**= U**

XXV. USE OF CAPITALIZATION CODES IN ABSTRACTS AND INDEXES

To conform to Photo Data typesetting requirements, it is necessary to use capitalization codes in certain abstract fields and in the indexes. Guidelines for use of cap codes in abstracts are as follows:

Printer's Code 1 Field *(Field 2),* cap codes are never needed.

Printer's Code 2 Field *(Fields 6, 7, 9, 10, 11, 12, 13, 14, 20, 21, and 22),* use cap codes only where a letter to be capitalized is *not* preceded by a space.

Printer's Code 3 Fields *(Field 8),* use cap codes on the first letter of the first word and all subsequent capital letters.

Printer's Code 4 Fields *(Field 23, first card only),* use cap codes only for proper names, races, countries, etc.

Printer's Code 5 Fields *(Field 15, Field 23 (after first card),* and *Field 24 (after first card)),* use cap codes for all cap letters and at beginning of sentences.

Printer's Code 6 Fields *(Field 24, first card only),* use cap codes at beginning of sentences and for all capitalized letters.

Printer's Code 8 Fields *(Fields 16, 17, 18, 19),* cap codes are never needed.

*NOTE: The cap code symbol for initial keypunching of abstracts is **>** . A computer program converts **>** in the First Listing to | in the Second Listing. The symbol | is the only symbol acceptable to Photo Data for use in the abstract. In keypunching corrections to the second and subsequent listings of abstracts, it is necessary to use **|** as the cap code.

The capitalization code to be used at all times in the *Author, Title* and *Subject Indexes* is (/). This cap code is needed where capital letters are *not* preceded by a space.

Examples: Institutionalized (/Persons)
Council for Exceptional Children (/C/E/C)

XXVI. PROCESSING OF ABSTRACTS

Abstracts are arranged for keypunching in consecutive EC number order and are grouped into batches of 50. Each group of 50 abstracts is designated a job number. Before a job is given to a keypuncher, a sheet is attached to the job which contains the following information: job number, *Exceptional Child Education Abstracts* (ECEA) volume number and issue number for which the job is intended, and the EC (accession) numbers included in that job. *(Example 35)*

Keypunching Abstracts and Processing Cards

The keypuncher enters the abstracts onto IBM cards according to guidelines outlined in Section XXIII and gives the IBM cards for the complete job to the Director of Data Processing (CEC). The original documents along with the copy from which the abstracts were punched are returned to the Information Processing Supervisor (IPS) who files them in EC number order in her office. The documents will remain there until galley proof has been received from Photo Data, at which time the documents will be placed on permanent shelving in the main library with the rest of the collection. Journals will be handled according to procedures outlined in Section XIX.

The Director of Data Processing lists the IBM cards for the job and gives the printout to the IPS. This printout is designated *First Listing.* The First Listing is proofread by the IPS and assistants and corrections are marked on the printout. The printout is returned to the keypuncher who repunches all cards for which corrections have been indicated. The keypuncher then pulls all cards with errors from the job and replaces them with the corrected cards. The cards for the job are then returned to the Director of Data Processing who lists them a second time. After reading the *Second Listing* for errors, the IPS returns it to the keypuncher who makes any additional corrections needed. The corrected cards are clipped to the Second Listing and checked by the IPS before they are filed in the job. When a designated number of abstracts complete the above process (number will depend on how many abstracts the IPS wishes to send to Photo Data for typesetting at a given time), a third and final listing of the abstracts is run. The IPS spot-checks this listing for field and printer's code errors. When all errors are corrected, the IPS notifies the Director of Data Processing to prepare a magnetic tape containing the designated number of abstracts to be sent to Photo Data (number usually varies from 350 to 400). The Director of Data Processing submits the magnetic tape and 2 copies of the printout of abstracts to the IPS. (Processing through Photo Data begins at this point and will be covered in Section XXIX)

XXVII. INCLUSION OF RIE (ERIC) ABSTRACTS IN ECEA

Abstracts submitted to the Educational Resources Information Center (ERIC) Network for inclusion in its journal, *Research in Education* (RIE) are also included in *Exceptional Child Education Abstracts* (ECEA). For each weekly ERIC shipment, the Information Cataloger submits a copy of each abstract resume *(Example 16)*, and a copy of the Log Sheet *(Example 19)* which accompanied the shipment to the Information Processing Supervisor (IPS). The IPS modifies the ERIC abstract format so that it is consistent with the keypunching format used for ECEA. Modifications are:

A. Assign an acquisitions category to each abstract resume *(Example 13)*.

B. In the box labeled ERIC accession number write the number assigned to the abstract by the LEASCO facility *(ED number)*. If no number has been received write N.A. in this box. In nearly all cases, ERIC abstracts are keypunched for ECEA long before an accession number has been received from LEASCO. If a number arrives after the ERIC abstract has been keypunched but before it is sent to Photo Data for typesetting, keypunch the number in immediately. However, if ERIC accession numbers arrive after abstracts have been sent to Photo Data, a different procedure is necessary. In such cases, the IPS waits until *all* missing ERIC accession numbers for a given issue arrive. A list is compiled of said numbers and submitted to the MTST operators who prepare them in accordance with type style and size used by Photo Data. These numbers are then cut out and pasted on camera-ready pages with the appropriate abstracts.

C. In the author field, where an author's name is followed by a semicolon and "and others", delete the semicolon.

Example: Smith, Jack E.; and others

Smith, Jack E. and others (correct)

D. Delete source code and sponsoring agency code when given.

E. Convert EDRS information as follows:

EDRS 0 becomes *EDRS not available*

EDRS 0.65;6.58 (or any other numerical designation separated by a semicolon) becomes *EDRS mf,hc*

EDRS 0.65 (or any other numerical designation not followed by a semicolon) becomes *EDRS mf*

XXVIII. PROCESSING OF INDEXES

When all abstracts designated for a given issue of *Exceptional Child Education Abstracts* complete the process outlined in Section XXVI, the IPS notifies the Director of Data Processing to generate Author, Title, and Subject Indexes for the issue. The Director of Data Processing generates the indexes and submits a printout of same to the IPS who edits them according to the following guidelines:

A. Author Index

1. When an author's name appears more than once and in varying forms in an index, only *one* form will be allowed to appear.

Examples: Smith, John A. 112.

Smith, J. 203.

Smith, J. A. 416.

If the IPS determines that the three names listed above belong to the same person, a correction is made as follows:

Smith, John A. 112, 203, 416.

However, an author's name may appear more than once in an index if it occurs followed by any one of the following forms: *Ed.*, *Comp.*, or *and others.*

Examples: Smith, John A., Ed. 106.

Smith, John, Comp. 216.

Smith, John, and others 619.

2. In editing the Author Index it is sometimes necessary to insert capitalization codes (/), or to designate for repunching a name which has been truncated by the computer.

Examples: D'/Antonio, Alonzo

(Insertion of cap code)

Mc/Donald, James

In the examples above, cap codes were inserted because a letter to be capitalized was not preceded by a space. In the example below, a name was repunched because it had been truncated by the computer.

Example: Ferrarracio, Elizab Montgomery (truncated)

Ferrarracio, Elizabeth Montgomery (corrected)

B. Title Index

Since the indexing system used for the Title Index permits only one card of the title to be printed, it is necessary to correct all titles on the index where more than one card was required to punch the title in the initial keypunching of the abstract. The IPS checks each title listed in the index against a printout of the abstract to ascertain that the title appears in the index *exactly* as it appears in the abstract. Corrections to titles are written out fully and completely on the printout. In addition, cap codes must be inserted in titles where capital letters are not preceded by a space, and where an article, preposition or conjunction follows a colon.

Example: C/E/C E/R/I/C's the Now Way to Know.

Mental Retardation: /A Bibliography.

C. Subject Index

The IPS checks the Subject Index for misspellings, needed cap codes (/) and computer errors such as truncated words. The Subject Index is then edited by the Coordinator of Abstracting and Indexing whose main concerns are to eliminate or combine superfluous terms and also to cross reference terms.

*NOTE: For Author, Title and Subject Indexes, a printer's code 1 appears in card column 1 for each entry. Data begins in card column 3. For entries which require more than one card, the printer's code is not repeated on following cards for that entry. The data begins in column 3.

When all corrections to the indexes have been indicated on the printout, it is given to the keypuncher for correction. The IPS checks all corrected cards, deletes from the master deck those which are incorrect and inserts the corrected cards. The Director of Data Processing lists the complete indexes and submits two copies of the printout to the IPS. The IPS spot-checks the printout for printer's code errors and alphabetization. When all corrections have been made, the index cards are transferred to a magnetic tape which is sent to Photo Data.

XXIX. PROCESSING THROUGH PHOTO DATA

When a designated number of abstracts or indexes are ready to be sent to Photo Data for typesetting, the Information Processing Supervisor (IPS) writes a memo to Photo Data describing the nature of the job. Included will be the volume and issue of *Exceptional Child Education Abstracts* (ECEA) for which the abstracts/indexes are intended, the abstract numbers contained in the magnetic tape, and instructions for pasting up pages (running feet, running heads, date, page numbers and section headings). If galley proof is desired by a particular date, that date should be indicated in the memo. A copy of the memo (one copy kept in the IPS's file) is attached to the magnetic tape and the IPS arranges for it to be picked up by Photo Data.

Within a period of time determined by the production schedule for ECEA *(Example 36)* the IPS will receive galley proof from Photo Data for those abstracts or indexes sent out. The IPS will read the galley proof, and using standard proofreading symbols (see *Government Printing Office Manual),* will mark corrections to be made by Photo Data. The galley proof is then returned to Photo Data where corrections are made and abstracts and indexes are pasted up into camera-ready pages. Photo Data returns the camera-ready pages along with all galley proof to the IPS, who checks each correction indicated on the galley proof against the camera-ready pages to see that all corrections have been made. When all camera-ready pages for a given issue have been received and checked by the IPS, the issue is ready to send to the printer.

XXX. PRINTING PROCEDURES FOR ECEA

Approximately six weeks before an issue of *Exceptional Child Education Abstracts* (ECEA) is to appear, the Information Processing Supervisor (IPS) begins gathering materials for correcting and updating the introductory pages of the journal. The IPS consults the Coordinator of Abstracting and Indexing to determine whether journals have been added to or deleted from the list of those indexed for the ERIC publication *Current Index to Journals in Education* and whether there have been additions to or deletions from the list of those journals granting the CEC Information Center permission to use author-written abstracts. The IPS also consults the Acquisitions Coordinator to determine whether new journals have been acquired, and if some previously abstracted journals have been dropped. The IPS also examines recent issues of *ERIC Management Notes* for latest information on the status of other ERIC Clearinghouses, changes in EDRS ordering policies and procedures, or new ERIC products which may need to be announced in ECEA.

Utilizing all these sources of information, the IPS prepares copy for the printer, indicating what additions, deletions and/or corrections need to be made on the covers and front matter pages of ECEA. The copy is prepared according to standard editorial procedures for copy preparation. The copy is sent to the printer along with a memo from the IPS delineating the issue for which the copy is intended. If any unusual artwork or significant amounts of new material are to be prepared by the printer, instructions should be included in the memo as well as on the copy itself.

Within five to ten days after receipt of the copy, the printer will send galley proof for the covers and front matter pages to the IPS, who will check the galleys against copy to make sure that all corrections and additions/deletions have been made. If cover and front matter pages have been satisfactorily prepared, the issue is ready for printing. The IPS sends camera-ready copy for the contents of the journal to the printer, along with a memo designating the nature of the job and a date for delivery of blue line proof. From five to ten days after the printer receives the camera-ready pages, he will send blue line proof to the IPS, who checks to see that all pages and sections are in the right order and that pages are clear and legible. The blue line proofs are also checked by the Director of CEC Publications. If blue line proofs are satisfactory they are returned to the printer along with a memo specifying number of journals to be printed, number to be delivered and number to be kept in storage, and a date for delivery. (If any corrections are needed, these are indicated on the blue line proof and described in the memo.)

XXXI. CORRECTING MASTER FILE OF ABSTRACTS

When a given issue of *Exceptional Child Education Abstracts* (ECEA) is completed (i.e., sent to the printer), the IPS makes final corrections on all abstracts in that issue so that they can be added to the master ECEA computer file which contains abstracts in previous issues. This is accomplished in two ways:

A. Using the final listing of abstracts for a given issue, the IPS writes in ED (ERIC accession) numbers for those abstracts missing them at time of initial keypunching. All ERIC abstracts *must* have ED numbers before they can be added to the master file.

B. Referring to galley proof received for the issue, the IPS checks each correction indicated on the galley proof against the printout of abstracts (final listing) for that issue. If an error is found to be a keypunching error rather than an error occurring during processing at Photo Data, the IPS indicates the correction to be made on the printout. When all corrections and additions have been marked on the printout, the keypuncher punches correction cards, which are checked by the IPS and given to the Director of Data Processing who corrects the master file accordingly.

APPENDIX

EXAMPLE 1

Acquisitions Policy Statement

Every effort is made to acquire all material relevant to exceptional children and to examine materials received on an unsolicited basis. Selections for inclusion are based on the following criteria:

1. Must be concerned with exceptional children or have strong implications for the education of exceptional children.
2. Serves as a guide for persons or organizations in similar situations.
3. Is of historical significance or is a landmark in the field.
4. Reflects emerging interests or trends in the field.
5. Is timely or recent.
6. Meets the interests, needs and demands of the users of the CEC IC.
7. For announcement in ERIC publications, ability to be reproduced in hardcopy or microfiche, or availability in quantity from the source.
8. Presents the subject clearly and substantively.
9. Material would be unavailable unless reproduced by ERIC.
10. "Must Expedite" document (BEH research reports).
11. Has social significance.
12. Consideration will be given to those authors and sponsoring agencies that consistently produce worthwhile documents.

Sources of Acquisitions

1. More than 200 journals are regularly scanned for new books announced through advertisements, book reviews, or news items.

2. All newsletters received (@200)

3. Standard bibliographies such as Books in Print, American Book Publishing Record, Monthly Checklist of State Publications, and lists from GPO. Also received are advance publication lists published by Baker & Taylor (wholesale firm)

4. Book publishers catalogs

5. Catalogs or lists from agencies such as American Foundation for the Blind, California Association for the Neurologically Handicapped, National Hemophilia Foundation, and many others

6. Acquisition lists from IMC/RMC centers

7. Research reports funded and approved by the Bureau of Education for the Handicapped

8. State departments of education

9. Lists of projects reported in publications such as "Research Relating to Children" or lists of grants awarded by agencies such as the Social and Rehabilitation Service

10. Recommendations from staff

11. Conference Proceedings or speeches

12. Unsolicited material

13. CEC publications

EC_____ _____ ED_____
copies

Publ. Date_____ _____pages

_____

Author, Last name, First

_____

Title

_____

_____

Publisher

ECEA_____ RIE_____ Price $_____ Category_____

EXAMPLE 4

THE COUNCIL FOR EXCEPTIONAL CHILDREN

PURCHASE REQUISITION

Description of item to be purchased (for printing give quantity, title, no. of pages, trim size, paper stock, including name, weight and color if known, ink, binding and cost; for other than printing give quantity, catalog no., color, size where applicable and unit cost.)

Packaging: Band in (give Quan.) _____ Wrap in (give Quan.) ___

Other _____

Delivery: Date _____

Shipping instructions _____

_____

Item available from (name of firm) _____

Address _____

Name of Unit _____ Signed _____

Account No. _____ Date _____

Purchase Order No. _____
(supplied by purchasing agent)

EXAMPLE 5

CEC Information Center on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION IMC/RMC NETWORK

The Council for Exceptional Children (CEC) Information Center, an ERIC Clearinghouse, acquires, abstracts and announces pertinent literature concerning handicapped and gifted children and youth.

We would like to obtain one___two___complimentary review copy(ies) of the following document(s):

Reviews prepared by the Center appear in Exceptional Child Education Abstracts, a quarterly abstract journal published by the Information Center and/or Research in Education, a monthly abstract journal published by the U.S. Office of Education. Two copies of any review or abstract will be sent to you when it appears.

Noncopyrighted documents selected for Research in Education are reproduced and sold in microfiche and hard copy by the ERIC Document Reproduction Service.

Thank you for your consideration of this request. We would also appreciate receiving review copies of other publications.

Yours truly,

Renée Johnson

(Mrs.) Renee Johnson
Acquisitions Coordinator

RJ:maj

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

EXAMPLE 6

CEC Information Center on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION IMC/RMC NETWORK

The Council for Exceptional Children (CEC) Information Center, an ERIC Clearinghouse, acquires, abstracts and announces pertinent literature concerning handicapped and gifted children and youth.

We would like to obtain complimentary review copies of any reports that might be prepared concerning the following project.

Reviews prepared by the Center appear in Exceptional Child Education Abstracts, a quarterly abstract journal published by the Information Center and/or Research in Education, a monthly abstract journal published by the U.S. Office of Education. Two copies of any review or abstract will be sent to you when it appears.

Noncopyrighted documents selected for Research in Education are reproduced and sold in microfiche and hard copy by the ERIC Document Reproduction Service.

Thank you for your consideration of this request. We would also appreciate receiving review copies of other publications.

Yours truly,

Renée Johnson

(Mrs.) Renee Johnson
Acquisitions Coordinator

RJ:maw

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

PURCHASE ORDER

THE COUNCIL FOR EXCEPTIONAL CHILDREN

JEFFERSON PLAZA, SUITE 900
1411 S. JEFFERSON DAVIS HIGHWAY • ARLINGTON, VIRGINIA 22202
PHONE 703 521-8820

TO

LEA AND FEBIGER

600 WASHINGTON SQUARE
PHILADELPHIA, PENNSYLVANIA 19106

SHIP TO

Carl F. Oldsen

DATE	DELIVERY DATE	SHIP VIA	F.O.B.	TERMS	PURCHASE ORDER NO.
4/25/72	ASAP			invoice	No 868

QUANTITY	DESCRIPTION	PRICE	AMOUNT
1	Copy Games, Sports, and Exercises for the Physically Handicapped Adams 1971		$11.00

A. Bosus
AUTHORIZED SIGNATURE

OUR PURCHASE ORDER NUMBER MUST APPEAR ON ALL INVOICES, SHIPPING PAPERS, AND PACKAGES

EXAMPLE 7

EXAMPLE 8

YOUR ACCOUNT NO.

YOUR ORDER NO. | YOUR ORDER DATE

THE BAKER & TAYLOR CO.

Oldest and largest Book Wholesaler in the United States
50 Kirby Ave., Somerville, New Jersey 08876

Charge To Address	Ship To Address

Leave Blank	No. of Copies	AUTHOR	PUBLISHER	TITLE	PRICE	Leave Blank

EXAMPLE 9

CEC Information Center on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION
IMC/RMC NETWORK

The CEC Information Center on Exceptional Children is a special project of the Council for Exceptional Children and is part of the Educational Resources Information Centers (ERIC), funded and coordinated by the U.S. Office of Education. Center activities include acquiring, abstracting, and announcing significant literature related to the education of handicapped and gifted children.

We requested a complimentary review copy of the following document:

in . We have not yet received the document and would appreciate your answering these questions and returning your letter.

1) **Did you receive our request? _____**

2) **Do you provide complimentary review copies? _____**

3) **Have you already sent a copy? _____**

4) **Is the document out of print? _____**

5) **Is the document otherwise unavailable? _ _**

6) **May we have a copy when it does become available? _____**

Reviews prepared by the Center appear in Exceptional Child Education Abstracts, a quarterly abstract journal published by the Council for Exceptional Children and/or Research in Education, a monthly abstract journal published by the U.S. Office of Education.

Yours Truly,

(Mrs.) Renee Johnson

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

EXAMPLE 10

CEC Information Center
on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION
IMC/RMC NETWORK

On the Council for Exceptional Children sent you a purchase order ( ) for the following:

To date we have not received this document, nor have we received notification that it is out of print. We would appreciate it if you would let us know the status of our order.

Yours truly,

(Mrs.) Renee Johnson
Acquisitions Coordinator

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

CEC Information Center
on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION
IMC/RMC NETWORK

EXAMPLE 11

Dear Sirs,

The CEC/ERIC Information Center regularly scans professional journals for articles pertinent to the education or characteristics of handicapped and gifted children. _____ has been identified as a journal which we are interested in receiving. On _____ we wrote to ask for an exchange between _____ and _____, but have not received a reply.

Would you let us know whether this has been approved? It is important that we receive a response so that we can update our files and clarify this situation.

Yours truly,

(Mrs.) Renee Johnson
Acquisitions Coordinator

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

EXAMPLE 12

CEC Information Center on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION
IMC/RMC NETWORK

Date:

RECORD OF DOCUMENT TRANSFER

TO: **ERIC Clearinghouse on**

FROM: **Mrs. Renee Johnson, Acquisitions Coordinator**

The documents listed below were received by the CEC Information Center on Exceptional Children. We are transferring them to your Clearinghouse since they seem to be more within your scope.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

CEC Information Center
on Exceptional Children

Selected Categories for Acquisition Cards

AD ADMINISTRATION, for cross disability items pertaining to administration and supervision

DS DISADVANTAGED, pertaining to economically and culturally deprived exceptional children

DH DEAF & HARD OF HEARING

ED EMOTIONALLY DISTURBED and socially maladjusted

GC GIFTED

LD LEARNING DISABILITIES and neurologically impaired

MH MULTIPLY HANDICAPPED

MR MENTALLY RETARDED, use for survey items and when not noted specifically as to level

EMR - Educable when noted
TMR - Trainable when noted

PH PHYSICALLY HANDICAPPED, use for hospitalized, homebound, crippled and chronically impaired

PS PSYCHOLOGY

SE SPECIAL EDUCATION, for survey items, general applicability for all disability areas

SI SPEECH IMPAIRED

VH VISUALLY HANDICAPPED

XX ALL OTHERS, for items having no applicability for special education per se

CEC Information Center
on Exceptional Children

PROCESSING SLIP

EC_____

This item requires:

_____Bookpocket
_____Numbering
_____Bookcard

_____Copy #_____, _____, _____
_____Pamphlet Binder

Request: Duplicate_____.
Copyright Release_____

This is a duplicate received: Yes_____ No____

Abstracted by_____

Other_____

_____

EXAMPLE 14

CEC Information Center
on Exceptional Children

PROCESSING SLIP

EC_____

This item requires:

_____Bookpocket
_____Numbering
_____Bookcard

_____Copy #_____, _____, _____
_____Pamphlet Binder

Request: Duplicate_____.
Copyright Release_____

This is a duplicate received: Yes_____ No____

Abstracted by_____

Other_____

_____

EXAMPLE 15

EXAMPLE 16

ERIC REPORT RESUME

ERIC ACC. NO.				
CH ACC. NO.	P.A.	PUBL. DATE	ISSUE	

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☐

ERIC REPRODUCTION RELEASE? YES ☐ NO ☐

LEVEL OF AVAILABILITY I ☐ II ☐ III ☐

AUTHOR		
TITLE		
SOURCE CODE	INSTITUTION (SOURCE)	
SP. AG. CODE	SPONSORING AGENCY	
EDRS PRICE	CONTRACT NO.	GRANT NO.
REPORT NO.		BUREAU NO.
AVAILABILITY		
JOURNAL CITATION		
DESCRIPTIVE NOTE		
DESCRIPTORS		
IDENTIFIERS		
ABSTRACT		

CEC Information Center
on Exceptional Children

EXAMPLE 17

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION
IMC/RMC NETWORK

The ERIC Clearinghouse on Exceptional Children would appreciate your granting to ERIC and to organizations operating under agreement with the Office of Education permission to abstract the following document:

and to reproduce this document or abstract thereof by means of microfiche or otherwise, and to disseminate such copies or to cause such copies to be disseminated as part of the ERIC system services.

Credit will be given to the source of each document and notation will be made of any copyright in the following manner near the copyright symbol:
"Permission to reproduce this copyrighted material has been granted by _____ _____ to ERIC and organizations operating under agreements with the Office of Education. Further reproduction outside the ERIC system requires permission of the copyright owner." Please return one form to us and retain the second copy for your files. Thank you for your cooperation.

Sincerely yours,

Renée Johnson

(Mrs.) Renee Johnson
Acquisitions Coordinator

Attachment

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

do not grant ___
I hereby grant ___ to the Educational Resources Information Center (ERIC) and to organizations operating under agreements with the Office of Education permission to abstract_____

_____

to reproduce these documents or abstracts thereof by means of microfiche or otherwise, and to disseminate such copies or to cause such copies to be disseminated as part of the ERIC system. The authorization to abstract and reproduce copyrighted materials, however, does not extend to users of the ERIC system

Date:_____ _____

Signature

_____

_____

Title

EXAMPLE 18

CEC Information Center on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION IMC/RMC NETWORK

Date:

REQUEST FOR DUPLICATE COPY

TO:

FROM: Renee Johnson, Acquisitions Coordinator

RE:

The CEC Information Center on Exceptional Children has received one copy of the above document which will be announced in a forthcoming issue of Research in Education, the ERIC monthly abstract publication.

To fully process this document we need to acquire one additional copy of photo reproducible quality.

Thank you for your assistance.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

CLEARINGHOUSE ACCESSION LOG SHEET

EXAMPLE 19

CLEARINGHOUSE: _____ PAGE _____ OF _____

DATE LOGGED: _____ APPROVAL: _____

ACCESSION NUMBER		LEVEL	AUTHOR (LAST NAME)	LOG/ DOC. CHECK	PAPER TAPE CHECK	EDIT LIST	SOURCE	AUTHOR	COMMENTS
PREFIX	NUMBER								

EXAMPLE 20

*SAB									
=A	Local Search								
=B	Source	VH							
=C	N.A. ED	032 866	EC	Jul	71		Publ. Date	214p.	
=D	Author 1	Bishop, Virginia E.							
=E	2								
=F	Title	Teaching the Visually Limited Child.							
=G	Inst. 1								
=H	2								
=I	3								
=J	Sponsor 1								
=K	2								
=L	3								
=M	EDRS	Not Available							
=N	Contract #						Report		
=O	Grant #						Report		
=P	Bureau #								
=Q	Availability	Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).							
=R	Journal								
=S	Descr. Note								
=T	Descriptors								

EXAMPLE 21

*SAB							
=A	Local Search						
=B	Source	XX					
=C	N.A. ED	040 514	EC	Dec 71		Publ. Date	5p.
=D	Author 1	Butler, Annie L.					
=E	2						
=F	Title	Areas of Recent Research in Early Childhood Education.					
=G	Inst. 1	Indiana University, Bloomington					
=H	2						
=I	3						
=J	Sponsor 1						
=K	2						
=L	3						
=M	EDRS	Not Available					
=N	Contract #					Report #	
=O	Grant #					Report #	
=P	Bureau #						
=Q	Availability						
=R	Journal	Childhood Education; v48 n3 p143-7 Dec 1971					
=S	Descr. Note	Paper presented at the World Assembly of OMEP (13th, Bonn, Germany, May, 1971).					
=T	Descriptors						

Ordered_____

Account_____
(if required)

P. O. #_____
(if required)

DATE_____

CEC Information Center

on Exceptional Children

An ERIC Clearinghouse

JOURNAL ORDER FORM

Instructions: For COMPLIMENTARY, type out appropriate acquisition form letter.
For EXCHANGE, type out appropriate acquisition form letter, notify Joe Robinson of arrangements.
For PURCHASE, type onto a Purchase Requisition and forward that copy to Mrs. Brosius.
Prepare JOURNAL CHECK-OFF card with all pertinent information required.
Prepare MANILA FILE folder and tab with name of journal and file this form in it.

Quantity and Unit	Name of Journal, Frequency of Issue	Price

Journal available from_____

Address_____
Street City State Zip

Name of Unit: Council for Exceptional Children Phone 521-8820
ERIC Information Center

JOURNAL ORDER FORM

EXAMPLE 22

EXAMPLE 23

CEC Information Center on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION IMC/RMC NETWORK

Date

Address

Dear _____,

The CEC Information Center on Exceptional Children is a special project of the Council for Exceptional Children and is a part of the Educational Resources Information Center (ERIC), funded and coordinated by the U.S. Office of Education.

Center activities include acquiring, abstracting, and announcing significant literature related to the education of handicapped and gifted children. Pertinent articles from a large number of journals are cited and/or abstracted in the Center's quarterly publication, Exceptional Child Education Abstracts.

_____ has been identified as a journal from which pertinent articles should be announced. We would like to receive a complimentary subscription to the journal, _____, so that we may announce pertinent articles. In return we will send you ERIC ExCerpt, the newsletter of the CEC/ERIC Information Center.

Journals should be addressed to:

Mrs. Renee Johnson
CEC/ERIC Information Center
Jefferson Plaza, Suite 900
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

Please let us know if this plan is acceptable to you.

Yours truly,

(Mrs.) Renee Johnson
Acquisitions Coordinator

RJ:maj

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

EXAMPLE 24

CEC Information Center on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION IMC/RMC NETWORK

Date

Address

Dear _____,

The CEC Information Center on Exceptional Children is a special project of the Council for Exceptional Children and is a part of the Educational Resources Information Center (ERIC), funded and coordinated by the U.S. Office of Education.

Center activities include acquiring, abstracting, and announcing significant literature related to the education of handicapped and gifted children. Pertinent articles from a large number of journals are cited and/or abstracted in the Center's quarterly publication, Exceptional Child Education Abstracts.

_____ has been identified as a journal from which pertinent articles should be announced. We would like to receive an exchange subscription to the journal, _____, so that we may announce pertinent articles. In return we will send you Exceptional Children, the journal of the Council for Exceptional Children.

Journals should be addressed to:

Mrs. Renee Johnson
CEC/ERIC Information Center
Jefferson Plaza, Suite 900
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

Please let us know if this plan is acceptable to you.

Yours truly,

(Mrs.) Renee Johnson
Acquisitions Coordinator

RJ:maj

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

EXAMPLE 25

Date Ordered	Account	Frequency	Cost

Source City State Zip

Volumes Begin Misc. Data

Year	Vol.	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec

EXAMPLE 26

DATE	ISSUED TO

DEMCO 32-207

EXAMPLE 27

CEC-ERIC Information Center

Journals Processed for CIJE

*Academic Therapy Quarterly
American Annals of the Deaf
American Journal of Mental Deficiency
*American Journal of Orthopsychiatry
*Australian Journal of Mental Retardation
*Behavior Therapy
*Canada's Mental Health
Education and Training of the Mentally Retarded
Education of the Visually Handicapped
Exceptional Children
*Exceptional Parent
Gifted Child Quarterly
Journal of Autism and Childhood Schizophrenia
Journal of Learning Disabilities
*Journal of Mental Deficiency Research
*Journal of Nervous and Mental Disease
*Journal of Rehabilitation of the Deaf
Journal of Special Education
*Journal of Speech and Hearing Research
Journal of Speech and Hearing Disorders
Mental Retardation
New Outlook for the Blind
*Pediatrics
*Rehabilitation Literature
*Schizophrenia
*Sight-Saving Review
*Slow Learning Child
*Special Education
*Special Education in Canada
Teaching Exceptional Children
Training School Bulletin
Volta Review

Breakdown of Journal Frequency:

Monthly	7
Bimonthly	5
5 per year	1
Quarterly	18
3 per year	1
TOTAL	32

*Journals processed selectively.
All other journals processed cover to cover.

65

17 Selective
15 Cover to Cover
32 TOTAL

CEC Information Center
on Exceptional Children

JOURNAL ABSTRACT CHECKLIST

Journal Title

Month or Issue | Year | Volume # | Issue #

Articles to be abstracted begin on page:

Page	Author	Date Completed	Abstractor

Comments:

EXCEPTIONAL CHILD EDUCATION ABSTRACTS

Journals Received

* Academic Therapy Quarterly - CIJE
Acta Paedopsychiatrica
Acta Symbolica
Active Handicapped
Adolescence
* American Annals of the Deaf - CIJE
* American Education
* American Educational Research Journal
* American Journal of Art Therapy
American Journal of Diseases of Children
* American Journal of Mental Deficiency - CIJE
* American Journal of Occupational Therapy
* American Journal of Orthopsychiatry - CIJE
American Psychologist
American Sociological Review
Archives of Otolaryngology
Arithmetic Teacher
* ASHA (American Speech and Hearing Association Journal)
Assignment Children
Audecibel
* Audiovisual Instruction
* Australian Children Limited
* Australian Journal of Mental Retardation
* Australian Teacher of the Deaf
* Behavior Therapy - CIJE
* Behavioral Science
* British Journal of Disorders of Communication
* British Journal of Mental Subnormality
British Journal of Physical Education
Bulletin of the National Association of Secondary School Principals
* Bulletin of the Orton Society
Bulletin of Prosthetics Research
* Bureau Memorandum
California Journal of Educational Research
* California State Federation CEC Journal
* Canada's Mental Health - CIJE
* Changing Education
Child and Family
* Child Care Quarterly
Child Development.
* Child Psychiatry and Human Development
* Child Welfare
Childhood Education
* Children
Children's House
The Clearinghouse

Colorado Journal of Educational Research
* Compact
Courrier Revue Medico-Sociale de l'Enfance
Current
Datamation
The Deaf American
Developmental Psychology
* Devereux Schools Forum
* Early Years
Educate
Education Canada
Education and Culture
Education Digest
* Education and Training of the Mentally Retarded - CIJE
Education of the Hearing Impaired Bulletin
* Education of the Visually Handicapped - CIJE
Educational Forum
Educational Horizons
Educational Leadership
* Educational Media
* Educational and Psychological Measurement
* Educational Technology
Elementary English
The Elementary School Journal
* Emotionally Handicapped Children Bulletin
English Journal
* Exceptional Children –CIJE
* Exceptional Parent - CIJE
Family Coordinator
* Focus on Exceptional Children
* Forward Trends
* Genetic Psychology Monographs
* The Gifted Child Quarterly - CIJE
* Grade Teacher
* Harvard Educational Review
Hearing
Hearing and Speech News
* HSMHA Reports (Formerly Public Health Reports)
Illinois Schools Journal
Indiana Speech and Hearing Journal
* Instructor
* Interchange
* Interclinic Information Bulletin
International Child Welfare Review
International Journal of Neuropsychiatry
* International Rehabilitation Review
Involvement
* Journal for Special Educators of the Mentally Retarded
Journal of Abnormal Psychology
The Journal of the American Optometric Association
Journal of the American Society for Information Science
* Journal of Applied Behavior Analysis
Journal of Applied Rehabilitation Counseling
* Journal of the Association for the Study of Perception

Journal of Auditory Research
* Journal of Autism and Childhood Schizophrenia - CIJE
* Journal of Child Psychology and Psychiatry
* Journal of Consulting and Clinical Psychology
* Journal of Creative Behavior
Journal of Education
* Journal of Educational Psychology
* The Journal of Educational Research
* The Journal of Experimental Education
The Journal of General Education
* The Journal of General Psychology
* The Journal of Genetic Psychology
* Journal of Health, Physical Education, Recreation
* The Journal of Health and Social Behavior
Journal of Infectious Diseases
* Journal of Learning Disabilities - CIJE
Journal of Marriage and the Family
* Journal of Mental Deficiency Research - CIJE
* Journal of Music Therapy
* The Journal of Negro Education
* The Journal of Nervous and Mental Disease - CIJE
* Journal of Pediatrics
Journal of Personality
Journal of Personality and Social Psychology
* Journal of Personality Assessment
* The Journal of Psychology
* Journal of Reading
* Journal of Rehabilitation
* Journal of Rehabilitation of the Deaf - CIJE
* Journal of Research and Development in Education
Journal of Research Services
* Journal of School Psychology
Journal of Secondary Education
The Journal of Social Issues
* The Journal of Social Psychology
* Journal of Special Education - CIJE
* Journal of Speech and Hearing Disorders - CIJE
* Journal of Speech and Hearing Research - CIJE
The Journal of Teacher Education
K–Eight
* Library Journal
Man/Society and Technology
Maryland Bulletin
The Mathematics Teacher
Mental Health Digest
* Mental Retardation - CIJE
* Merrill-Palmer Quarterly
Mind Over Matter
Momentum, Journal of the National Catholic Educational Association
Monday Morning
Music Educators Journal
The National Elementary Principal
Negotiation Research Digest
* The New Beacon

* The New Outlook for the Blind - CIJE
Notre Dame Journal of Education
Nursing Outlook
Optometric Weekly
* Orthomolecular Psychiatry - CIJE
* Peabody Journal of Education
* Pediatrics - CIJE
Pennsylvania Psychiatric Quarterly
* Perceptual and Motor Skills
* The Personnel and Guidance Journal
Phi Delta Kappan
* Physical Therapy, Journal of the American Physical Therapy Association
* Psychology in the Schools
* Psychology Today
Quarterly Journal of Speech
* Reading Research Quarterly
* Reading Teacher
Rehabilitation Digest
Rehabilitation Gazette
* Rehabilitation Literature - CIJE
* Rehabilitation Record
* Rehabilitation Research and Practice Review
* The Rehabilitation Teacher
Research Bulletin
Research Communications in Chemical Pathology and Pharmacology
Research Index
The Research Quarterly
* Review of Educational Research
Safety Education
* Scandinavian Journal of Rehabilitation Medicine
School Applications of Learning Theory (SALT)
School Health Review
School Libraries
School Management
School Safety
Science and Children
Science Teacher
* Sightlines
* The Sight-Saving Review - CIJE
* The Slow Learning Child - CIJE
* Social Work
Sociology of Education
* Sociometry
Southern Journal of Educational Research
* Special Education - CIJE
* Special Education in Canada - CIJE
Speech Monographs
The Speech Teacher
* Teacher of the Deaf
Teachers College Record
* TEACHING Exceptional Children - CIJE
* Theory into Practice
* Today's Education
Today's Speech
* The Training School Bulletin - CIJE
* The Volta Review - CIJE
* Young Children

EXAMPLE 30

ERIC JOURNAL ARTICLE RESUME

ERIC ACC. NO.	
CH. ACC. NO.	GROUP CODE
AUTHOR	
TITLE	
JOURNAL CITATION	
DESCRIPTORS	
IDENTIFIERS	
ANNOTATION	
EDIT NOTES	

OE FORM 6027, 10/69 REPLACES OE FORM 6027, 4/69, WHICH IS OBSOLETE.

CEC Information Center
on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION
IMC/RMC NETWORK

EXAMPLE 31

The CEC Information Center on Exceptional Children is pleased to send you the enclosed resume of your publication.

The resume appeared in Volume Number , of the issue of Exceptional Child Education Abstracts.

The resume will also appear in bibliographies issued by the Information Center.

We hope that you will continue to send us review copies of publications pertaining to research, service, and education for handicapped and gifted persons.

Thank you for your cooperation.

Yours truly,

Renée Johnson

(Mrs.) Renee Johnson
Information Coordinator

RJ:jb

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

EXAMPLE 32

CEC Information Center on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION IMC/RMC NETWORK

The CEC Information Center on Exceptional Children is pleased to send you the enclosed resume of your publication.

The resume appeared as , in the of Research in Education, the monthly abstract publication of the Educational Resources Information Center.

_____ **Copies of the complete document may be purchased in microfiche and hard copy reproduction at the price indicated in the resume from ERIC Document Reproduction Service, Leasco Information Products, P.O. Drawer O, Bethesda, Maryland 20014. An order form is enclosed for your convenience.**

_____ **This document is not available in reproduced form from the ERIC Document Reproduction Service.**

The resume will also appear in the CEC Information Center's quarterly abstract publication Exceptional Child Education Abstracts and in bibliographies issued by the Information Center.

We hope that you will continue to send us review copies of publications pertaining to research, service, and education for handicapped and gifted persons.

Thank you for your cooperation.

Yours truly,

Renee Johnson

Renee Johnson
Acquisitions Coordinator

Encl.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

EXAMPLE 33

CEC Information Center on Exceptional Children

An Educational Resources Information Center

MEMBER OF THE SPECIAL EDUCATION IMC/RMC NETWORK

Date

Address

Dear _____,

The CEC/ERIC Information Center on Exceptional Children is a special project of the Council for Exceptional Children and is a part of the Educational Resources Information Center (ERIC), funded and coordinated by the U.S. Office of Education.

Center activities include acquiring, abstracting, and announcing significant literature related to the education of handicapped and gifted children. Pertinent documents from many sources are abstracted in the Center's quarterly publication, Exceptional Child Education Abstracts.

In order to identify relevant document, newsletters are regularly examined for potential acquisitions. We would like to receive complimentary copies of _____. In return we will send you "ERIC ExCerpt," the Information Center newsletter.

_____ should be addressed to:

Mrs. Renee Johnson
CEC/ERIC Information Center
Jefferson Plaza Suite 900
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

Please let us know if this plan is acceptable to you.

Yours truly,

(Mrs.) Renee Johnson
Acquisitions Coordinator

RJ:maj

THE COUNCIL FOR EXCEPTIONAL CHILDREN
JEFFERSON PLAZA SUITE 900
1411 SOUTH JEFFERSON DAVIS HIGHWAY
ARLINGTON, VIRGINIA 22202

Thank you for sending us the following material:

PLE 34

When abstracts are published, you will receive copies.

We hope you will continue to send us documents relevant to the education of exceptional children.

Yours truly,

Acquisitions Coordinator

EXAMPLE 35

EXCEPTIONAL CHILD EDUCATION ABSTRACTS

V _____ N _____ JOB _____

EC _____ to EC _____

EXAMPLE 36

Production Schedule

CEC Information Center

Information Processing Unit

Issues of ECEA	1st 400 Abstracted	1st 400 Keypunched	1st 400 to Photo Data	1st 400 in Repro	2nd 350 Abstracted	2nd 350 Keypunched	2nd 350 to Photo Data	2nd 350 in Repro	Index to Photo Data	Index in Repro	All Repros to Saul's
V3#4 2-72	9/20	9/27	10/4	10/25	11/1	11/8	11/15	12/6	12/3	12/17	1/3-72
V4#1 4-72	12/13	12/20	1/7	1/31	1/24	1/31	2/7	2/21	2/21	3/3	2/10-72
V4#2 8-72	3/13	3/20	3/27	4/10	4/24	5/5	5/15	6/2	6/12	6/26	7/1-72
V4#3 11-72	6/12	6/23	7/3	7/17	7/24	8/7	8/18	9/8	9/1	9/22	10/1-72
V4#4 2-73	9/1	9/18	9/29	10/16	10/16	10/30	11/6	11/27	11/27	12/18	1/1-73